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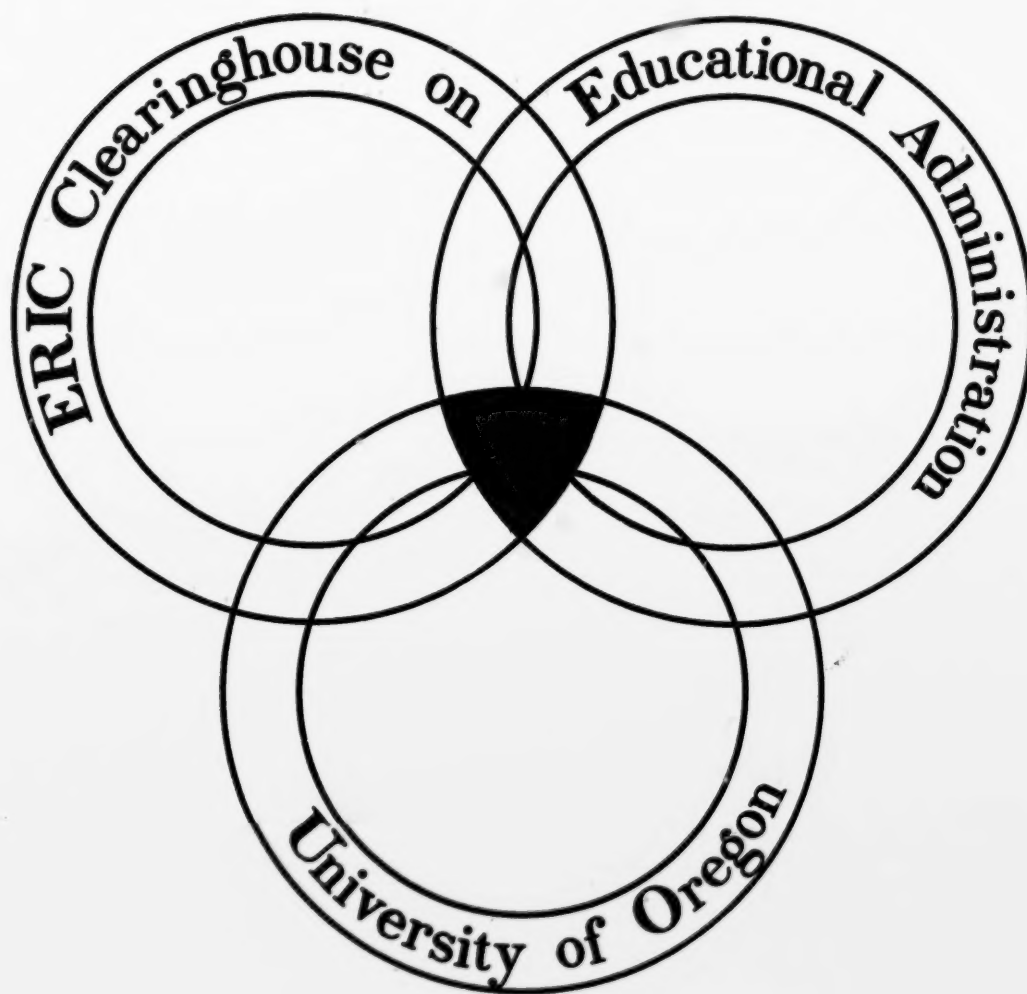
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This annotated bibliography of school-community relations literature includes 79 citations subdivided into the following four categories: (1) General discussions of school-community relations, (2) school politics and community power structure, (3) schools and public relations, and (4) schools and urban problems. Citations of journal articles, books, pamphlets, dissertations, and research reports cover the years 1964 to the present. Material was selected on the basis of its general coverage and applicability, and its relevance to elementary and secondary levels of education. (JH)



ANNOTATED BIBLIOGRAPHY
ON
SCHOOL-COMMUNITY RELATIONS

ANNOTATED BIBLIOGRAPHY ON SCHOOL-COMMUNITY RELATIONS

compiled and annotated by

Kathleen O'Brien Jackson

July 1969

**ERIC Clearinghouse on
Educational Administration
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PREFACE

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This bibliography is one of a series of bibliographies devoted to topics of widespread current interest in educational administration. The compiler, Kathleen O'Brien Jackson, a doctoral student in political science, is employed by the Clearinghouse as a Research Assistant.

Philip K. Piele
Director

INTRODUCTION

A proliferation of research reports, articles, books, speeches, and seminars in recent years has focused on an area of concern which may be generally termed school-community relations. This is a multifaceted topic which includes a variety of related subject areas: Public relations; administrative concerns, such as the effects of reorganization on schools and community; educational innovation and acceptance within the community; public participation and support for school programs; community power structures and schools; school and parent relations; and schools and the problems of urban society.

The broad scope of the topic required that particular attention be given to devising criteria for inclusion and exclusion of entries for this bibliography. For the most part, entries were chosen on the basis of their relationship to the subject area of this Clearinghouse. Accordingly, "schools" were limited to the elementary and secondary levels, thus eliminating junior colleges and higher education institutions. Specific references to problems of the disadvantaged, minorities, or the poor were likewise excluded. Finally, selections of more general coverage and application were given priority over more restrictive case studies.

For purposes of organization, the topic has been subdivided into four categories: I. General Discussions of School-Community Relations; II. School Politics and Community Power Structure; III. Schools and Public Relations; and IV. Schools and Urban Problems. Under each of these subheadings, entries are listed which have been drawn from a comprehensive survey of bibliographic sources. The bibliography includes journal articles, books, pamphlets, dissertations, and various research reports and papers completed since 1964. Most of the documents are readily available from university and public libraries or from the ERIC Document Reproduction Service (EDRS). Information on ordering documents from EDRS is given on page viii.

Kathleen O'Brien Jackson

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ANNOTATED BIBLIOGRAPHY ON SCHOOL-COMMUNITY RELATIONS

I. General Discussions of School-Community Relations

Agger, Robert E., and Goldstein, Marshall N. Educational innovations in the community. Eugene: University of Oregon, 1965. Pp.357. (EDRS: ED 010 164; \$1.50 MF, \$17.85 HC).

Uses experimental research designs to measure citizen attitudes toward new educational techniques before and after their adoption in two communities over a 4-year time span. Results show reinforcement of preexisting attitudes toward schools, but some change in views and discussion about schools.

Carmichael, B. E., and Nardo, N. Emerging patterns in community-centered schools. Childhood Education, 43 (February 1967), 319-323.

Argues that educators need to bear more responsibility for creating effective school-community relationships so that the broad needs for services of schools in the society can better be met.

Carson, Robert B., Goldhammer, Keith, and Pellegrin, Roland J. Teacher participation in the community; role expectations and behavior. Eugene, Oregon: CASEA, Report No. BR-5-0217-23, 1967. (EDRS: ED 014 798; \$.50 MF, \$3.90 HC).

Study of role and appropriate functions of teachers in communities, based on surveys of teachers and nonteachers. Main questions deal with actual participation by teachers in educational and community decision processes. Includes teachers' views of their role within the community and views of other groups toward the teacher as active participant in the community.

Carter, Richard F., Greenberg, Bradley S., and Haimson, Alvin. The structure and process of school-community relations. Volume I. Informal communication about schools. Stanford: Stanford University, California. Institute for Communication Research, June 30, 1966. Pp. 423. (EDRS: ED 017 054; \$1.75 MF, \$21.45 HC).

Based on a survey of 468 people, this report identifies persons who communicate about school issues and describes the process of informal communication. Parent orientation and citizen orientation toward schools were used to reflect interests held by the public. Aspects of conversational scope, initiative, direction, and influence of public school parents and school people were studied to explore informal communication processes.

Carter, Richard F., and Chaffee, Steven H. The structure and process of school-community relations. Volume II. Between citizens and schools. Stanford: California Institute for Communication Research, Stanford University, June 30, 1966. Pp. 238. (EDRS: ED 017 055; \$1.00 MF, \$12.00 HC).

Reports a study of citizen contact with schools, especially as that contact is mediated through agencies such as school boards, parent organizations, mass media, and citizens' committees. Research is based on interviews of a national sample in which consumer orientation of citizens was emphasized. The sample was divided into three role groups according to parental status, perceived utility of schools, and adult's own educational experience.

Carter, Richard F., and others. The structure and process of school-community relations. Volume III. The structure of school-community relations. California: School of Education, Stanford University, June 30, 1966. Pp. 401. (EDRS: ED 017 056; \$1.50 MF, \$20.15 HC).

Statistical analysis reports relations among structural factors of school-community relations. Develops four criterion variables of community relations: Acquiescence, participation, understanding, and quiescence. Results were an attempt to identify and to draw inferences about the impact of key factors affecting school-community relations.

Carter, Richard F., and Ruggels, W. Lee. The structure and process of school-community relations. Volume IV. The process of school-community relations. California: School of Education, Stanford University, June 30, 1966. Pp. 239. (EDRS: ED 017 057; \$1.00 MF, \$12.05 HC).

Refines variables describing the process of school-community relations, based on the previous study. The report shows changes in school districts on four criterion variables used previously--acquiescence, participation, understanding, and quiescence--and suggests ways to use its findings about patterns of support for schools.

Carter, Richard F., and Odell, William R. The structure and process of school-community relations. Volume V. A summary. Stanford: California Institute for Communication Research, Stanford University, June 30, 1966. Pp. 109. (EDRS: ED 017 058; \$0.50 MF, \$5.85 HC).

Summarizes each of the four preceding studies, outlines their main findings, and presents their implications for further study of school-community relations.

Corwin, Ronald G. A sociology of education: Emerging patterns of class, status, and power in the public schools. New York: Appleton-Century-Crofts, 1965. Pp. 454.

School systems are viewed as complex, bureaucratic organizations which are involved in rapid social changes within our society. The focus is on the functioning school system as set within a community, thus giving perspectives from the society and from the school. The comprehensive book covers topics such as school organization, status of teachers, transformation in schools, social class, and social power.

Daniel, W. G. Improving schools in their societal context. Journal of Negro Education, 36 (Spring 1967), 89-93.

Outlines ways in which schools can cooperate and initiate community programs to help solve the social, economic, and racial problems of contemporary society.

Educational Leadership 25 (October 1967), 3-44.

Contains a number of articles relevant to school-community relations which include discussion of changes in cities affecting schools, parents' views of schools, decentralization, and other issues.

Erroll, Raymond. The school in a radically changing community. National Elementary Principal, 45 (February 1966), 16-61.

Surveys the work of community organizations and the schools in rapidly changing communities.

Foskett, John M. The normative world of the elementary school teacher. Eugene, Oregon: CASEA, Report No. BR-5-0217017, 1967. Pp. 117. (EDRS: ED 014 126; \$0.50 MF, \$5.95 HC).

Study of the normative structure of a community as it is related to the position of the elementary school teacher. Includes discussion of the way teachers view their lives in the community, the way teachers view others within the community, and the actual views of others toward teachers within the community.

Foskett, John M., and Wolcott, Harry F. Self-images and community images of the elementary school principal. Educational Administration Quarterly, 3 (Spring 1967), 162-182.

Analyzes the role of the principal, based on perceptions of various school and community groups toward the principal as well as views of the principal toward these groups.

Goldhammer, Keith. Issues and strategies in the public acceptance of educational change. Eugene: University of Oregon, 1965. Pp. 27. (EDRS: ED 010 224; \$0.25 MF, \$1.35 HC).

Applies theories and research findings about public acceptance of educational innovation to the role of educators in promoting acceptance of educational change in the community. Discusses ways the administrator can project his image as "of the community" by behavior within it. Acceptance of school change is a function of the public's image of the educator and the schools, within a political context. Concludes that public acceptance of innovations is not always forthcoming.

Gromacki, Chester. A study of current practices and development of an advisory committee handbook. A seminar paper, UCLA, 1966. Pp. 26. (EDRS: ED 014 950; \$0.25 MF, \$1.55 HC).

Discusses various types of city advisory committees which are organized to advise and counsel school administrators and make recommendations to school boards. Includes a handbook for advisory committees.

Hicks, Leo B. An experiment in school-community relations. Charleston: West Virginia State Commission on Mental Retardation, 1967. Pp. 18. (EDRS: ED 023 726; \$0.25 MF, \$1.00 HC).

Report of a project designed to help the learning process of disadvantaged students by using family community aides as linkages between school and home. Results showed no positive changes in attitudes of either parents or aides toward teacher-student relations or educational quality.

Holland, J. E. An analysis of the board policies and administrative practices which influence community use of public school property in six-director school districts of Missouri. (Doctoral dissertation, University of Missouri) Ann Arbor, Michigan: University Microfilms, 1966. No. 67-2909.

Study is based on perceptions of administrators and community members toward the use of school property, given the presence or absence of written policies.

Lipham, James M., and others. The school board as an agency for resolving conflict. Madison: University of Wisconsin, 1967. Pp. 198. (EDRS: ED 016 280; \$1.00 MF, \$10.00 HC).

Central thesis is that the degree of consensus in expectations for the school board role and the degree of resolution of conflict by the board

bear relationships to change in the nature of budgetary allocations for education and the level of local financial support for the schools.

McCarty, Donald J., and Neccio, Vincent C. The human side of school management. The American School Board Journal, CLI (August 1965), 9-10.

Reports a questionnaire administered to a sample of teachers, administrators, and school board members that was used to study role perceptions, community relations, and personnel relations.

McMahon, Clara P., and Strauss, Samuel. The public image of education in Maryland. Final report. Baltimore: Johns Hopkins University, 1967. Pp. 107. (EDRS ED 016 296; \$0.50 MF, \$5.45 HC).

Reports a study of 896 community leaders from 11 different groups concerned with education in Maryland to determine their attitudes toward schools, educational goals, and problems of schools. The item-by-item analysis shows leaders have a sympathetic understanding of school problems and a willingness to support administrators in attempting to meet educational demands.

Myers, Spencer W., and Totten, W. Fred. Role of the school in community development. Journal of Educational Administration, 4 (October 1966), 132-142.

Study focuses on community schools meeting academic and community needs.

Newman, Fred M., and Oliver, Donald W. Education and Community. Harvard Educational Review, 37 (Winter 1967), 61-106.

Examines prevailing assumptions about contemporary education that have affected efforts at reform. Argues for rethinking and reutilization of educational philosophy which places education in a broader societal context.

Shafer, Eldon G. Reorganization - its political implications for board members and superintendents. Eugene: Oregon School Study Council, 1968. Pp. 11. (EDRS: ED 018 875; \$0.25 MF, \$0.65 HC).

Discusses administrative and community problems of school district reorganization with emphasis on the effects on administrators and their roles. Suggests ways for training administrators so that they will be able to cope with such changes.

Shapiro, Elliot, and others. Involving community and parents. Pp. 6. (EDRS: ED 012 736; \$0.25 MF, \$0.30 HC).

Consists of papers devoted to issues between parents and schools, largely concerned with teacher preparation to meet community needs.

Smith, R. V., and others. Community organization and support of the schools: A study of citizen reaction to the Birmingham, Michigan public schools. Ypsilanti, Michigan: OED, Cooperative Research Project No. 1828, 1964. Pp. 131.

Main thesis is that the level of support which a community accords its schools is related to the social organizational patterns of the community. Populations vary with respect to the kinds of people of which they are comprised; they also vary in the kinds of interaction patterns which these people evolve.

Snow, R. J. Community resources and conflict propensity as sources for constraints on the local school administrator. Eugene: University of Oregon, 1967. Pp. 31. (EDRS: ED 012 507; \$0.25 MF, \$1.55 HC).

Report of research in four suburban Illinois communities designed to identify environmental factors related to superintendent's roles. Communities were compared in terms of resources and conflict propensity. The major hypothesis confirmed was that in school districts where the aggregate level of community resources is high and conflict propensity is low, administrators will have more latitude to take active roles in decision making and will have fewer limitations imposed because of community attitudes.

Splawn, Robert E. Administering the nongraded school. 1967. Pp. 76. (EDRS: ED 016 283; \$0.50 MF, \$3.24 HC).

Explanation, discussion, and examples of case studies involving adoption of nongraded schools on both elementary and secondary levels. Focuses on administrative aspects of implementing this type of system as related to program development, teacher and community cooperation, and student evaluation and placement.

Thayer, V. T., and Levit, Martin. The role of the school in American society. New York: Dodd, Mead and Company, 1966. Pp. 589.

Treats the role of the school in a changing society--how it must adapt to meet needs, criticism, and lack of support. Covers many of the issues involved in school-community relations in a broad framework.

Werner, Ray O. Educational tyranny and the ombudsman. School and Society, 95 (October 28, 1967), 391-392.

Discusses the ombudsman who is paid from public funds to examine, evaluate, and prosecute claims of aggrieved citizens to provide protection against educational abuse.

Young, A. V. A study of role expectations in school-community relations for the elementary school principalship in communities of widely different income levels. (Doctoral dissertation, Columbia University) Ann Arbor, Michigan: University Microfilms, 1965. No. 66-2672.

Study examines expectations of parents, teachers, and principals for the role of the elementary school administrator in school-community relations in four communities of high income level and four low-income communities, testing hypotheses derived from role theory of administration.

Young, James Fred. An instrument for use in evaluating programs of school-community relations. (Doctoral dissertation, Columbia University) Ann Arbor, Michigan: University Microfilms, 1965. No. 66-4520.

Develops a measuring device for use in evaluating programs of school-community relations, based on analysis of literature pertaining to common school-community relations practices.

II. School Politics and Community Power Structure

Briner, Conrad. Local control imperative to educational freedom. The American School Board Journal. 152 (July 1966), 10-11.

Argues for citizen participation in and support of educational policy making. Warns that increased State and Federal control over education may remove schools from the community level of decisions.

Campbell, A. K. Educational policy making studies in large cities. American School Board Journal. 154 (March 1967), 18-27.

Report of research project focusing on the socioeconomic, fiscal, and government environment of educational decision making in large-city school systems. Findings show that the present allocation of fiscal resources works against education in the cities. This fact apparently holds down educational performance, particularly in low-income neighborhoods.

Campbell, Roald F., and others. The organization and control of American schools. Columbus: Charles E. Merrill Books, Inc., 1965. Pp. 553.

Examines the nation's schools in terms of their reciprocal relationship with society as a whole; how they exert influence themselves and are influenced by various forces. Emphasizes the roles of school administrators, school board members, and influential citizens in participating in processes of school government.

Eye, Glen G. The influences and controls over local school systems. 1967. Pp. 22. (EDRS: ED 011 706; \$0.25 MF, \$1.10 HC).

Paper discusses the identification of formal influences and controls (governmental), informal influences and controls (agencies, conditions, interactions), and the superintendent's relation to these in carrying out educational goals.

Fowlkes, J. G. What does the public expect of the board. American School Board Journal, 154 (March 1967), 10-12.

Report of an investigation aimed at central question, "What are the expectations that the public holds for school boards?" The main conclusions and implications of the study of citizens, teachers, and school board members are reported.

Gittell, Marilyn. Participants and participation: A study of school policy in New York City. New York: Center for Urban Education, 1966. Pp. 113.

Study of decision making in the New York City school system, exploring political forces and individuals affecting educational policy. Includes analysis of participants (school board, citizens' groups, press), educational environment, bargaining, government relations, and policy making.

Gittell, Marilyn. Professionalism and public participation in educational policy making: New York City, a case study. Public Administration Review, 27 (September 1967), 237-251.

Study of various aspects of decision making and educational policies related to the power structure.

Goldhammer, Keith. Factory related to citizen, administrator, and teacher participation in educational decision-making. Eugene: University of Oregon, 1965. Pp. 16. (EDRS: ED 010 217; \$0.25 MF, \$0.80 HC).

States that the role of the administrator is relatively powerful with regard to community issues affecting education because of (1) control over expert knowledge, (2) control over educational resources, and (3) potential sanctions against the community. Concludes that educational decision making is a political process involving interactions, values, aspirations, and interests of various groups. Citizens who are influential depend on educators for assistance in accomplishment of their ends, but educators are not prestigious within the community. The book is based on a study of three communities and interactions of four groups--nonschool citizens, official position holders in school, school administrators, school teachers.

Goldhammer, Keith, and Pellegrin, Roland J. Jackson County revisited; a case study in the politics of public education. Eugene: University of Oregon, 1968. Pp. 98. (EDRS: ED 018 600; \$0.50 MF, \$5.00 HC).

A sequel to the Jackson County Story, A Case Study, published in 1964, which analyzed community conflict as it affected operation of schools through the elections in 1964 and 1966. Discusses issues, candidates, strategies, and implications of outcomes for education within the county.

Gregg, Russell T. Political divisions of educational administration. Teachers College Record, 67 (November 1965), 118-128.

Discusses the relation of political environment to the administrator.

Hencley, Stephen P., and Cahill, Robert S. The politics of education in the local community. Danville, Illinois: Interstate Printers and Publishers, Inc., 1964. Pp. 251.

Consists of papers from a seminar outlining the scope, issues, and research directions for studies of the politics of education in the local community.

Hickcox, Edward S. Power structures, school boards, and administrative style. Eugene: University of Oregon, 1967. Pp. 28. (EDRS: ED 012 510; \$0.25 MF, \$1.40 HC).

Contends that the makeup of school boards and the administrative style of superintendent in a community is related to community power structure. The data were obtained from interviews in 19 school districts and showed varying effects of different structures.

Hughes, Larry W. Know your 'power' structure. The American School Board Journal, 154 (May 1967), 33-35.

Major thesis is that administrators must understand the community power structure to be effective.

Jennings, M. Kent. Parental grievances and school politics. Paper presented at Conference on Politics and Education, Eugene, University of Oregon, June 14-17, 1966. Pp. 52. (EDRS: ED 010 900; \$0.25 MF, \$2.85 HC).

Based on interviews of parents and students, five main areas were studied: Distribution of grievances, student-parent transmission of grievances, relation of grievances to school affairs, substance of grievances, and redress of grievances. Conceptualizes the school system as a political arena in which parents are consumers of outcomes of schools. Expression of parental grievances is one of the dynamic factors of school politics.

Kiernan, O. Federal-State-local roles in education. Educational Digest, 32 (April 1967), 20-22.

Discusses the roles and jurisdiction of Federal, State, and local functions in the educational system.

McCarthy, Donald J. Myths and reality in school board research. Washington, D. C.: American Educational Research Association, February 17, 1966. Pp. 16 (EDRS: ED 010 711; \$0.25 MF, \$0.80 HC).

Classifies 23 boards of education in New York according to types of community power structure, types of school board structure,

and role of superintendent. Data show that the school board structure is related to the type of community power structure and that the role of administrator is a function of both of these.

McCarthy, Donald J., and Ramsey, Charles E. A study of community factors related to the turnover of superintendents--community power, school board structure, and the role of the chief administrator. Ithaca, New York: Cornell University, 1967. Pp. 190. (EDRS: ED 014 130; \$0.75 MF, \$9.60 HC).

Report on interviews in 51 communities of superintendents, school board members, and community influentials to test effects of community and organizational structures on the role of administrators.

McCarthy, Donald J., and Ramsey, Charles E. Community power, school board structure, and the role of the chief school administrator. Educational Administration Quarterly, 4 (Spring 1968), 19-33.

Comparative study employs a conceptual model to study the operation of social power in the public school system. The study focuses on different types of community power structures, school board structures, and administrative styles.

Minar, D. W. Community basis of conflict in school system politics. American Sociological Review, 31 (December 1966), 822-835.

Analyzes aggregate voting data on referenda and elections in suburban school districts. Findings show that communities with higher status levels tend to have lower participation and lower levels of dissent. In districts where electoral conflict is low, the school superintendent has greater decisional latitude.

Minar, David W. Community politics and school board. American School Board Journal, 154 (March 1967), Pp. 33-38.

Discusses local school government within the context of a democratic political environment. Discusses limits of school responsibility, demands on schools, sources of revenue, popular participation, and relations with community. Suggests implications for school boards for playing effective roles in community political systems.

Nystrand, R. O. An analysis of the implications of community action programs for educational decision-making. (Doctoral dissertation, Northwestern University) Ann Arbor, Michigan: University Microfilms, 1966. No. 67-4252.

Research is based on interviews in three communities in which the main issues included the extent to which participation in Federal

programs limits decision making prerogatives of local school systems, the nature of decision making relationships between the board of education and Community Action Programs, the role of school administrators in dealing with such agencies, and the implications of participation in CAP for other educational programs.

Pellegrin, Roland J. Community power structure and educational decision-making in the local community. Eugene: University of Oregon, 1965. Pp. 17. (EDRS: ED 010 218; \$0.25 MF, \$0.85 HC).

Discusses composition of the educational power structure, focusing on the school board and administration. Administrators have a potentially influential role in obtaining approval by the school board and the public for educational policy, because of their ability to initiate policy.

Shafer, Eldon G. Reorganization--its political implications for board members and superintendents. Eugene: Oregon School Study Council. Rep. No. Bull., 9 (March 1968). Pp. 11.

Discusses the effects of school district reorganization on administrators and the community at large. Suggests training and other ways for school administrators to keep in contact with community attitudes which reflect the political climate, as this is important for effective administration.

Smoley, E. R., Jr. Community participation in urban school government. (Doctoral dissertation, The Johns Hopkins University) Ann Arbor, Michigan: University Microfilms, 1965. No. 65-6885.

Examines direct formal participation of groups of citizens in school board decisions on all school issues in Baltimore, Maryland, between 1953 and 1959.

Spiess, John Auge. Community power structure and influence: Relationships to educational administration. (Doctoral dissertation: University of Iowa) Ann Arbor, Michigan: University Microfilms, 1967. No. 67-16842.

Reviews community power and influence study methods as these are relevant to practical application by educational administrators.

Sumption, Merle R., and Engstrom, Yvonne. School-community relations. New York: McGraw Hill Book Co., 1966. Pp. 238. \$6.95.

Basic theme concerns the relationship between change in the community and change in the public school system. Considers the school in relation to the power structure, community participation, communication between school and community, and responses to social change.

Usdan, M. D., and Nystrand, R. O. Towards participation decision making: the impact of community action programs. Teachers College Record, 68 (November 1966), 95-106.

Discusses the effects of OED programs on educational decision making in the U.S. Areas affected were school boards, CAP agencies, curriculum innovations, fiscal base, and public involvement.

Wayson, W. W. Political revolution in education. Phi Delta Kappan, 47 (March 1966) 333-339.

Traces the implications of reallocations of authority and power from Federal and State levels for administrators at the community level.

III. Schools and Public Relations

Bacon, Leonard Lewis, Jr. Teacher-community interaction: Viewpoints regarding teacher public relations. (Doctoral dissertation, University of Southern California) Ann Arbor, Michigan: University Microfilms, 1965. No. 66-9962.

Study was designed to (1) determine the viewpoints of teachers, writers on educational public relations, and segments of the public concerning the teacher's role in public relations; and (2) ascertain the amount of information that teachers possess about their communities, the number of community resources they use in instructional programs, and the extent to which they participate in the life of the community.

Dapper, Gloria. Public relations for educators. New York: The Macmillan Co., 1964. Pp. 152.

In this handbook for effective public relations between schools and press, emphasis is on communication with the public through mass media to portray an accurate picture of the school and its problems.

Fusco, Gene C. Organizing the program. Section I. Improving your school-community relations program. Englewood Cliffs: Prentice-Hall, 1967. Pp. 18. (EDRS: ED 021 327; \$0.25 MF, \$1.00 HC).

Advances thesis that public schools must depend on support of local citizens for strength and that this is a function of citizens' understanding of school affairs. Outlines guides for administrators for informing the public and enlisting their support.

Fusco, Gene C. Working with organized groups. Section 2. Improving your school-community relations program. Englewood Cliffs: Prentice-Hall, 1967. Pp. 15. (EDRS: ED 021 328; \$0.25 MF, \$0.85 HC).

Presents guidelines for improving school-community relations through organized parent-teacher groups and citizens' committees for better schools.

Lewis, Ann Chalweil. The school and the press. Washington, D.C.: National School Public Relations Association, 1965. Pp. 110. \$3.75.

Handbook for administrators on effective techniques of relations with newspapers, television, radio.

Manger, Karl F. The use of public relations and human power structure to promote the educational program within a community. (Doctoral dissertation, Pennsylvania State University) Ann Arbor, Michigan: University Microfilms, 1965. No. 66-8741.

Based on a survey of school administrators, this study was designed to show how the use of public relations programs, combined with a study of the human power structure of a community, can publicize and promote the educational programs of that community.

McCloskey, Gordon. Education and public understanding. New York: Harper & Row, Publishers, 1967. Pp. 621. \$9.95.

Emphasizes the implications of research and mass media for activating public support for schools. Basic assumption is that information and discussion of facts lead to support of public education and that this should be promoted by administrators. A case study presenting procedures by which members of a school district can apply the principles and techniques described is included.

Pinnie, Anthony Francis. Reported research studies dealing with printed mass media of communication, and the implications of the findings for school-community relations programs. (Doctoral dissertation, Temple University) Ann Arbor, Michigan: University Microfilms, 1965. No. 66-670.

Synthesizes research related to printed mass media of communication, with detailed practical suggestions for administrators and other school communicators in dealing with the public.

Pinson, Gerald W. Current trends and practices in school public relations. Commerce: East Texas School Study Council, 1967. Pp. 66. (EDRS: ED 011 698; \$0.50 MF, \$3.10 HC).

Study of the role of public relations programs for member schools of East Texas School Study Council. Covers a range of activities for reaching the community and assesses their success.

Winfield, Kenneth. A summary of reported research studies dealing with selected mass media of communication, and the implications of the findings for school-community relations programs. (Doctoral dissertation, Temple University) Ann Arbor, Michigan: University Microfilms, 1965. No. 66-680.

Summarizes reported research studies dealing with selected audiovisual mass media of communication as they have practical implications for school-community relations.

Working with parents. National School Public Relations Association, 1968.
Pp. 40. \$1.00.

A guide for classroom teachers and other educators which covers some basic and common problems which arise between parents and schools. It lists "do's and don'ts" for various situations in dealing with problems.

IV. Schools and Urban Problems

Herclinger, F. H. Education and the American city. Illinois School Journal, 47 (Spring 1967), 5-9.

Speech delivered to the citizens' school committee in Chicago stresses urban problems and the need for schools to meet the demands placed upon them by mobilizing community support.

Levine, D. U. Crisis in the administration of the inner city schools. School and Society, 94 (October 15, 1966), 322-341.

Discusses the pressures on principals in large cities for meeting community problems, particularly of the disadvantaged, while being able to meet their professional expectations.

Ravitz, Mel. Cities are changing. Educational Leadership, 25 (October 1967), 19-23.

Stresses that public schools must adapt to changing urban needs, which have produced problems concerning the finance and multiplicity of school districts.

Rempson, J. L. Community control of local school boards. Teachers College Record, 68 (April 1967), 571-578.

Outlines proposals for bringing the community and the school together in a joint educational effort to meet the urban school crisis. Among suggestions are that the community should elect the school board, PTA's should be more representative, district planning and coordinating committees should initiate and coordinate public-related activities, and participation by neighborhoods in school operation should be encouraged.

Rosenthal, Seymour, and Arnstein, George. Where schools fit in the model cities program. Nation's Schools, 80 (September 1967), 59-80.

The major conclusion is that administrators should expand their ideas and programs to correspond with the Model Cities Program.

Shedd, Mark R. Decentralization and urban schools. Educational Leadership, 25 (October 1967), 32-35.

Demonstrates that urban systems intensify educational problems by excessive bureaucratization, and argues that they can better serve individual and community needs by decentralizing the schools.

Usdan, Michael D. Research seminar on racial and other issues affecting school administration in the great cities of America. Evanston, Illinois: Northwestern University, 1966. Pp. 219. (EDRS: ED 010 022; \$1.00 MF, \$10.95 HC).

Consists of papers prepared by specialists in a number of areas focusing on community problems which affect school administrators in large urban areas. Proposes research that would yield procedures for the use of administrators in meeting with problems on a day-to-day basis.

Usdan, Michael D. Some issues confronting school administrators in large city school systems. Educational Administration Quarterly, 3 (Autumn 1967), 218-237.

Reviews five main issues confronting administrators in large school systems: (1) Increase of nonwhite students, (2) increased role of Federal government, (3) teacher militancy, (4) financing education, and (5) school-community relationship.